



RI EARLY LEARNING  
**WORKFORCE**  
KNOWLEDGE & COMPETENCIES

**FOR EARLY CHILDHOOD ADMINISTRATORS  
AND EDUCATION COORDINATORS**

Working with Children Age Birth through 8 and their Families

THIS DOCUMENT IS INTENDED FOR INDIVIDUALS WORKING IN LEADERSHIP POSITIONS IN CHILD CARE CENTERS, FAMILY CHILD CARE HOMES, AND PUBLIC SCHOOLS: ALL ADMINISTRATORS, EDUCATION COORDINATORS, AND PRINCIPALS WHO WORK WITH CHILDREN BIRTH THROUGH 8 YEARS OF AGE AND THEIR FAMILIES.



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# WELCOME

Welcome to *Rhode Island's Workforce Knowledge and Competencies (WKC) for Early Childhood Administrators and Education Coordinators*. This document is intended for individuals working in leadership positions in child care centers, family child care homes, and public schools: all administrators, education coordinators, and principals who work with children birth through 8 years of age and their families. These professionals can use the WKCs for a variety of purposes, such as 1) informing individual professional development; 2) informing the development of job descriptions and hiring practices in early childhood programs; and 3) guiding higher education and professional development providers in designing opportunities to help early childhood leaders gain the knowledge and skills delineated in this document.

We hope this document helps you in your work and that you will contribute to the ongoing refinement of this core knowledge and set of competencies over time.

# OVERVIEW AND PURPOSE

Leadership in early childhood education is crucial, especially as expectations of early learning programs continue to rise. The knowledge and skills of program leaders set the tone for the educational and workplace environment. Effective early childhood programs have leaders who can both manage the day-to-day operations of the program and provide the direction to move programs, schools, and the profession forward.

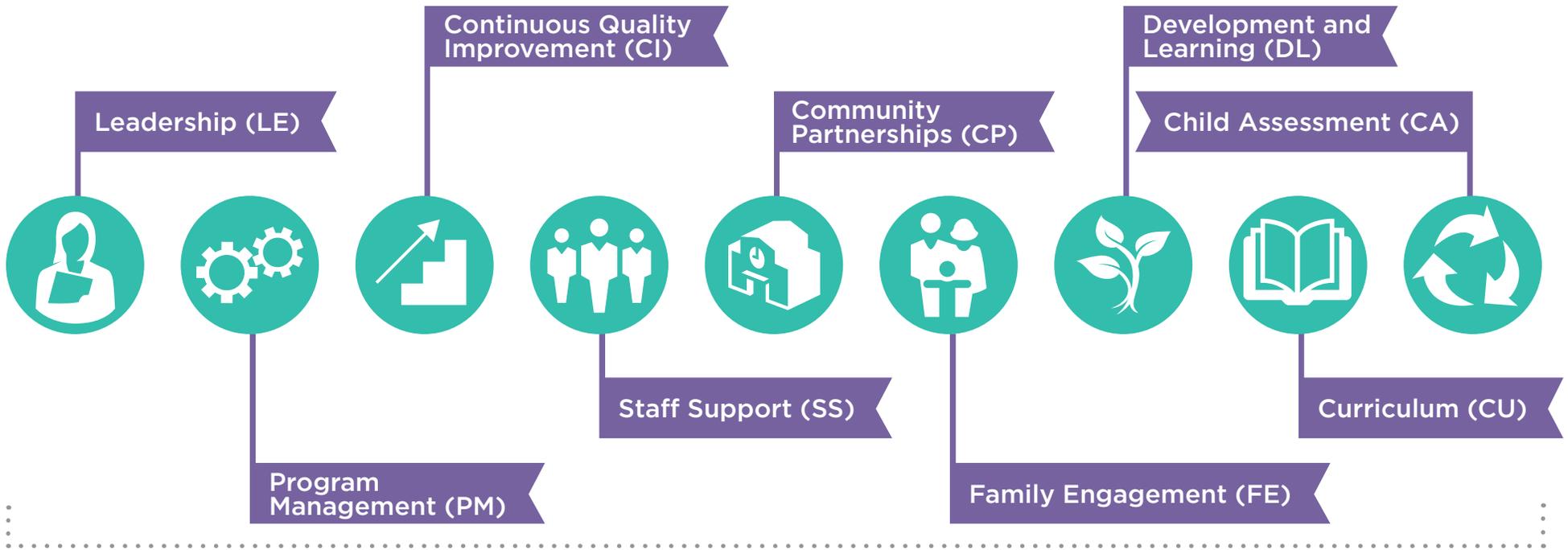
Rhode Island acknowledges that administrators and education coordinators need to be supported to gain the knowledge and skills contained within this framework. To achieve an effective workforce at the program/school leadership level, decision makers in Rhode Island may use these competencies in a variety of ways and with a variety of stakeholders. This includes using the WKCs to

- assess current professional development opportunities and improve and expand these opportunities to better meet the needs of leadership;
- help principals, education coordinators, and administrators identify areas for improvement in addition to areas of exceptional skill and expertise and use this information to inform and create individual professional development plans (IPDP);
- assist districts and organizations in defining job descriptions in order to ensure that each elementary school and community-based program is guided by an educated, competent leader;
- guide higher education institutions to create degree programs or certificates that are aligned to these competencies;
- help families understand the type of leadership that is indicative of a high-quality early learning program; and
- serve as a tool for advocates and policymakers to develop initiatives, strengthen communication, and allocate funding based on practices that best support early childhood professionals.



# ORGANIZATION

Rhode Island's core knowledge and competencies for early childhood administrators and education coordinators are organized into nine domains, each important to the profession. Each domain also has a number of sub-headings. Although the domains are presented in this document individually, all domains are intrinsically interrelated and interdependent. They are worded so they can be measured or demonstrated. The nine domains include:



Domains are represented by this series of icons



# BACKGROUND AND PROCESS

As part of its 2011 Race to the Top—Early Learning Challenge Grant, Rhode Island committed to defining expectations for several key roles in early childhood education. *Rhode Island’s Workforce Knowledge and Competencies for Early Childhood Administrators and Education Coordinators* is the state’s fifth of five planned WKC frameworks. The state has completed WKC frameworks for family child care educators, early childhood teachers and early intervention/early childhood special educators, teacher assistants, and professional development providers and higher education faculty/staff. All of which are available for download at <http://ride.ri.gov>.

As the state has done with all of its core competencies, Rhode Island first conceptualized the framework that would guide its development of the competencies. It started by agreeing upon an initial design that both separated the roles of administrator and education coordinator and highlighted how these two roles complement one another. The state then utilized several national documents and documents from other states to inform the development process. This framework utilizes the *Code of Ethical Conduct and Statement of Commitment*, the *Standards for Early Childhood Professional Preparation*, and the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs*, developed by the National Association for the Education of Young Children, as well as *Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice*, developed by the National Association of Elementary School Principals. Additional state documents guided our work, most notably *The Georgia Early Care and Education Professional Development Competencies: Early Care and Education Professional* along with the *Core Competencies for Early Childhood and Youth Development Professionals* from Kansas and Missouri, the *Core Competencies for Early Education and Care and Out-of-School Time Educators* from Massachusetts, the *Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals*, the *Core Knowledge and Core Competencies for Early Care and Education Professionals* from West Virginia, and the *Wisconsin Core Competencies for Professionals Working with Young Children and Their Families* from the Wisconsin Early Childhood Collaborating Partners (2014).

Rhode Island wrote this document using a collaborative process involving consultants and local and national experts. The Rhode Island Department of Education worked with individuals from the Rhode Island Department of Health, Rhode Island College, the University of Rhode Island, and the state’s newly established Center for Early Learning Professionals to complete the first draft of this framework. Utilizing the expertise of the Education Development Center, a draft was then sent to an expert review panel, revised once again, and then put out for public comment to garner feedback from administrators, education coordinators, and teachers across the state. Following this round of public comment, the document was revised to address the comments gathered. This final document represents the collective work and expertise of a variety of people across the state and across the nation.

This document is not intended to address basic knowledge of early learning and development or of the profession that serves young children. The development team wished to emphasize more advanced skills and knowledge. To be highly effective, administrators and education coordinators must display a level of skill that advances beyond a baseline, and this document articulates those high-quality competencies. Regardless of whether administrators or education coordinators assess their own skills as higher or lower than those described here, the WKCs can be used as a springboard for thinking about the next step in their professional development.

## Applying This Document to a School or Program

During the development of this document, the team considered that each program may divide its staff’s responsibilities differently. Public school principals may have different job duties than child care directors. Child care directors have different duties depending on the size of their program. Family child care providers often assume the role of being both the administrative and educational leader in their program.

This document is meant to define the knowledge and skills necessary for effective leadership. No school or program defines its leadership roles in precisely the same way. So early childhood school and program leaders will want to think specifically about how their unique set of responsibilities can be informed and enhanced by the competencies described here. Depending on the structure of a program, individuals may be expected to possess some of the indicators defined in the administrator column and also some of the indicators defined in the education coordinator column. For example, a school might divide some of these expectations between head and vice principals. A family child care provider may be working as the sole provider in a program and therefore may not utilize many of the hiring or supervision practices described in this document. Users of this document are encouraged to think critically about their own role and how this document applies to them.



# DOMAINS AT A GLANCE



## Leadership (LE)

- LE 1:** Promoting Professionalism
- LE 2:** Creating a Vision, Mission, and Strategic Plan
- LE 3:** Facilitating Shared Decision Making
- LE 4:** Creating a Positive Work Climate
- LE 5:** Advocating for Children, Families, and the Workforce



## Program Management (PM)

- PM 1:** Creating Systems for Effective Internal Communication
- PM 2:** Implementing Sound Fiscal Management Practices
- PM 3:** Developing Organizational Structures, Policies, and Procedures
- PM 4:** Maintaining Facilities and Equipment



## Continuous Quality Improvement (CI)

- CI 1:** Leading Program Improvement Efforts
- CI 2:** Promoting Evidence-Based Decision Making
- CI 3:** Managing Organizational Change



## Staff Support (SS)

- SS 1:** Recruiting, Hiring, Retaining, and Orienting Staff
- SS 2:** Supervising Staff and Promoting Professional Development
- SS 3:** Evaluating Performance



## Community Partnerships (CP)

- CP 1:** Creating Systems for External Communication and Marketing
- CP 2:** Collaborating and Contributing to Community Partners
- CP 3:** Connecting Children and Families to Community-Based Services
- CP 4:** Ensuring Smooth Transitions and Continuity of Learning



## Family Engagement (FE)

- FE 1:** Supporting Respectful Relationships with Families
- FE 2:** Promoting Family Involvement in Decision Making



## Development and Learning (DL)

- DL 1:** Supporting Children's Development in All Domains
- DL 2:** Coordinating Internal and External Supports for Children
- DL 3:** Supporting Children with Developmental Delays and Disabilities



## Curriculum (CU)

- CU 1:** Building a Meaningful Curriculum Framework
- CU 2:** Supporting Curriculum Implementation



## Child Assessment (CA)

- CA 1:** Developing Effective Systems for Child Assessment
- CA 2:** Supporting Developmentally Appropriate Assessment Practices
- CA 3:** Communicating Assessment Data to Others



# LEADERSHIP

Leadership in early childhood education is critical, especially as program accountability and expectations for administrators have increased. Leadership, or the ability to motivate people to work together to accomplish an important goal<sup>1</sup>, requires a number of essential skills. Early childhood program administrators and education coordinators in Rhode Island are expected to be leaders in their programs by demonstrating **professionalism**, creating a **vision and mission** for their programs, facilitating **shared decision making**, and cultivating a **positive work climate** for staff. They are also expected to promote access to high-quality early childhood programs by being **advocates** for children, families, and the workforce. As the early childhood field continues to professionalize, the leadership abilities of those making decisions within programs need to expand to meet these increased responsibilities.

**LE 1: Promoting Professionalism**

**LE 2: Creating a Vision, Mission, and Strategic Plan**

**LE 3: Facilitating Shared Decision Making**

**LE 4: Creating a Positive Work Climate**

**LE 5: Advocating for Children, Families, and the Workforce**



<sup>1</sup> Goffin, Stacie G. (2013), "Building Capacity through an Early Education Leadership Academy." Center on Enhancing Early Learning Outcomes (CEELO).





# LEADERSHIP

## Administrators

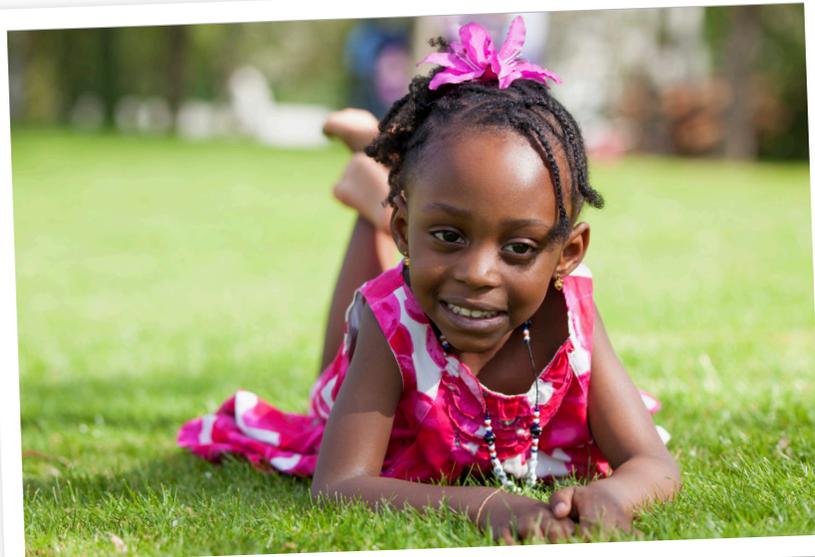
## Education Coordinators

### LE 1: Promoting Professionalism

- › Develop and/or utilize an established code of ethical conduct to communicate professional expectations and strengthen professionalism throughout the program.
- › Demonstrate professional conduct in alignment with professional guidelines.
- › Articulate the importance of staff's professionalism within and beyond the program.
- › Develop and Implement site-specific policies relating to confidentiality, conflict of interest, dress and demeanor, conflict resolution, and whistleblower protection.

#### Examples for LE 1: Promoting Professionalism

- › Treats staff, families, and children in a professional and appropriate manner.
- › Supports ongoing professional learning opportunities and advancement for all teachers and staff.
- › Belongs to and is an active member of an appropriate professional organization.



- › Model the program's professional expectations in daily interactions with teaching staff.
- › Guide, train, and mentor teaching staff to promote professionalism.
- › Assess personal assumptions, values, beliefs, and practices that guide improvement of student learning and support others to do the same.
- › Respectfully challenge and work to change assumptions and beliefs that negatively affect students and the educational environments.

- › Promotes a culture of professionalism in communicating with teaching staff and families.
- › Supports ongoing professional learning and certifying mechanisms for teachers and other staff.
- › Demonstrates the ability to be a reflective professional and apply reflective practices in collaboration with teaching staff to improve outcomes for children and their families.
- › Demonstrates an understanding and application of a code of conduct by serving as a role model.
- › Promotes compliance with ethical standards in the workplace.
- › Seeks and participates in professional development in order to cultivate one's own leadership abilities.
- › Belongs to and is an active member of an appropriate professional organization.





# LEADERSHIP

## Administrators

## Education Coordinators

### LE 2: Creating a Vision, Mission, and Strategic Plan

- › Work with key internal and external stakeholders to create a vision, mission, and educational goals that consider the needs of the community and align with current research as well as state and national standards.
- › Ensure that the vision, mission, and educational goals reflect relevant theory and research.
- › Develop a strategic plan that addresses programmatic priorities, available resources, and a timeline for implementation.

- › Provide opportunities for teaching staff to contribute to the program vision and mission.
- › Support teaching staff in understanding and implementing the program's vision, mission, and educational goals.

#### *Examples for LE 2: Creating a Vision, Mission, and Strategic Plan*

- › Works collaboratively with the education coordinator, teaching staff, and families to integrate their feedback into the program's vision, mission, and educational goals.

- › Works collaboratively with the administration to engage teaching staff in the implementation of the program's vision, mission, and educational goals.





# LEADERSHIP

## Administrators

## Education Coordinators

### LE 3: Facilitating Shared Decision Making

- › Know how to use a range of appropriate decision-making strategies (e.g., unilateral, consultative, collaborative, delegated) based on the context of the situation.
- › Seek alternative viewpoints and perspectives on different issues in order to make inclusive, informed decisions.
- › Work collaboratively with existing governance entities to generate new ideas, refine outdated practices, and promote consensus.
- › Look for opportunities to honor the expertise of staff and distribute leadership authority.

#### Examples for LE 3: Facilitating Shared Decision Making

- › Shares the responsibility for developing the agenda and leading staff meetings.
- › Facilitates staff meetings that are focused, substantive, and energizing.
- › Clearly defines and communicates goals and results to internal and external partners.
- › Involves staff and other stakeholders in decisions that directly affect them.

- › Share decision-making responsibility with teaching staff where appropriate.
- › Provide information to the administrator in order to facilitate more informed decisions.

- › Shares the responsibility for developing the agenda and leading team meetings.
- › Engages teaching staff, families, and children with genuine interest in shared discussions, decision making, and problem solving.





# LEADERSHIP

## Administrators

## Education Coordinators

### LE 4: Creating a Positive Work Climate

- › Develop policies to promote positive working conditions that foster mutual respect, trust, cooperation, collaboration, competence, and well-being.
- › Establish, maintain, and promote relationships of respect, trust, confidentiality, collaboration, and cooperation with and among fellow staff and colleagues.
- › Regularly assess staff's work attitudes relating to collegiality, decision making, work flow, the physical environment, and supervisor support in order to improve the quality of work life.
- › Create an organizational culture that recognizes and appreciates individual differences and diversity of thoughts and ideas.
- › Demonstrate the ability to proactively address emerging issues as well as manage and resolve conflict.
- › Provide guidance, consultation, and training to other administrators and staff on conflict resolutions among staff, children, and families.

- › Establish, maintain, and promote relationships of respect, trust, confidentiality, collaboration, and cooperation with and among fellow teaching staff.

### Examples for LE 4: Creating a Positive Work Climate

- › Regularly demonstrates genuine appreciation for individual members of the staff and their work.
- › Conducts an organizational climate assessment, shares the results with staff, and generates an action plan to follow up on recommendations.
- › Resolves conflicts professionally and in a timely manner.

- › Regularly demonstrates appreciation for individual members of the teaching staff and their work.
- › Resolves conflicts with and among teaching staff professionally and in a timely manner.
- › Utilizes strategies and resources to recognize, prevent, and resolve conflicts among teaching staff.





# LEADERSHIP

## Administrators

## Education Coordinators

### LE 5: Advocating for Children, Families, and the Workforce

- › Work to ensure that state and local policies and laws support equity and access to high-quality early childhood education for all children.
- › Use current research, theory, and resources regarding early childhood education as a vehicle for advocating for policy change.
- › Encourage staff to serve in advocacy roles in local and state organizations.
- › Intentionally employ a range of strategies to advocate for issues important to the profession.
- › Act as a steward and spokesperson for early childhood education.
- › Create and inspire change that positively influences outcomes for children, families, and the profession.
- › Advocate for equitable distribution of resources to support early childhood services.
- › Understand both the shared and divergent interests of early childhood stakeholders and how proposals for change impact them.
- › Recognize and seize opportunities to advance early childhood education issues and reach resolution in shared decision-making processes.

- › Nurture and support the development of advocacy skills among teaching staff.
- › Advocate for effective services for individual children and families.

### Examples for LE 5: Advocating for Children, Families, and the Workforce

- › Works with other early childhood administrators in the community to achieve parity between the salaries and benefits for early childhood practitioners working in community-based versus school-based settings.
- › Uses media to communicate program strengths and needs to external supporters.
- › Collaborates with community partners to leverage and allocate resources to community-wide efforts.

- › Works with teaching staff and the administrator to develop program “success stories.”
- › Uses data to develop communication strategies and messaging for the community.





# PROGRAM MANAGEMENT

Effective early childhood programs depend on efficient and effective program operations. Early childhood administrators and education coordinators must create and utilize systems for effective **internal communication** that foster collaboration among staff and families and implement sound **fiscal management** practices that use federal, state, and local resources wisely. Administrators and education coordinators develop and implement **policies and procedures** that are supportive of the program's mission, vision, and educational goals and that are in compliance with federal, state, and local laws. As well, they **maintain facilities** that foster learning and provide safe and comfortable environments for children, families, and staff.

**PM 1: Creating Systems for Effective Internal Communication**

**PM 2: Implementing Sound Fiscal Management Practices**

**PM 3: Developing Organizational Structures, Policies, and Procedures**





# PROGRAM MANAGEMENT

## Administrators

## Education Coordinators

### PM 1: Creating Systems for Effective Internal Communication

- › Communicate and support the vision, mission, and educational goals of the program and ensure that staff know and understand the relationships to program operations.
- › Develop internal systems that support open and respectful communication among staff, families, board, and advisory groups.
- › Demonstrate effective communication skills and use different strategies and modes of communication with different stakeholders that respect their diverse language and literacy abilities.
- › Maintain confidentiality in communicating with all stakeholders.
- › Ensure professional development for staff and families on the principles and strategies for effective communication.
- › Serve as a role model for direct and respectful interpersonal communication.

- › Utilize effective interaction skills that extend and enhance communication with teaching staff.
- › Support the program's communication protocol.
- › Work to minimize miscommunication between and among teaching staff.
- › Maintain confidentiality when communicating sensitive information with teaching staff and families.

#### Examples for PM 1: Creating Systems for Effective Internal Communication

- › Regularly asks for feedback from others to strengthen clarity in written and verbal communication.
- › Displays active listening skills, interest, curiosity, and concern for others.
- › Engages adults and children with genuine interest in shared discussions, decision making, and problem solving.
- › Offers different modes of communication to families, including written, phone, and electronic.
- › Arranges for translation when necessary to ensure clear communication.
- › Establishes a communication protocol for different types of issues and helps staff understand expectations relating to this protocol.
- › Ensures the program maintains an electronic or written archive of important internal communications.

- › Regularly asks for feedback from others to strengthen clarity in written and verbal communication.
- › Displays active listening skills, interest, curiosity, and concern for others.
- › Engages adults and children with genuine interest in shared discussions, decision making, and problem solving.
- › Encourages, coordinates, and supports communication between teaching staff, children, and families.
- › Uses multiple communication strategies with teaching staff, including face-to-face discussions.





# PROGRAM MANAGEMENT

## Administrators

## Education Coordinators

### PM 2: Implementing Sound Fiscal Management Practices

- › Create and implement a financial plan for the program that utilizes sound business practices, concepts, and tools.
- › Contribute to the development of an annual operating budget based on anticipated income that is designed to achieve program goals.
- › Understand how to adjust tuition, fees, resources, and staffing patterns to stay within the program's budget.
- › Understand how to access additional public and private funding at the federal, state, and local level to ensure program efforts are adequately financed.
- › Communicate financial reports to appropriate stakeholders on a regular basis.
- › Use established accounting practices to maintain fiscal records, (e.g., balance sheets, bank reconciliations).
- › Obtain an annual independent financial review or audit and use the results to strengthen the program's financial management system.
- › Collaborate with staff, families, and other stakeholders to develop short- and long-term financial goals that align with the program's vision and mission.

- › Understand how the program's budget impacts decisions relating to staffing, equipment, and materials.
- › Support sound budgeting at the organizational level by maintaining an accurate inventory of educational resources at the classroom level.
- › Know the program's funding sources for education services, and ensure all reporting requirements are met.

### Examples for PM 2: Implementing Sound Fiscal Management Practices

- › Initiates activities to secure adequate resources for the program, including fundraising, gifts, grants, in-kind contributions, volunteer time, and collaborations with community organizations.
- › Develops a compensation plan and manages the program's payroll conscientiously.
- › Secures program insurance, including coverage of children, personnel, volunteers, and visitors as well as property and professional liability. Communicates the extent of coverage to staff and families.
- › Appropriately utilizes such reimbursement programs as the Federal Child and Adult Care Food Program.
- › Reviews and analyzes income and expenses monthly to determine cash flow and a break-even point for the fiscal year.
- › Has a reasonable plan to ensure that a fair and equitable salary scale is based on education, experience, and specialized training.

- › Coordinates and supports the administrator in providing feedback, ideas, and support in securing resources using a team approach.
- › With the administrator, communicates fiscal structures and processes as appropriate with teaching staff.
- › Ensures sound resource management practices.





# PROGRAM MANAGEMENT

## Administrators

## Education Coordinators

### PM 3: Developing Organizational Structures, Policies, and Procedures

- › Ensure all policies and procedures are in compliance with federal, state, and local laws and are consistent with professional standards.
- › Monitor program practices to ensure that policies and procedures are in compliance with federal, state, and local laws and are implemented consistently and uniformly.
- › Develop internal policies and procedures relating to such key areas as personnel, family engagement, financial management, health and safety, technology, emergency, and risk management that promote the vision, mission, and educational goals of the program.
- › Include input from such key stakeholders as families, advisory boards, and program staff in policy development.
- › Regularly review and update policies and procedures to ensure they support children, families, and staff in achieving program goals and desired outcomes.
- › Analyze the program's organizational structure and ensure alignment to its vision and mission.

- › Support the administrator in monitoring and assessing policies and procedures.
- › Interpret program policies and procedures for teaching staff as needed.
- › Support, monitor, and provide feedback to teaching staff to ensure they implement policies and procedures as intended.

#### Examples for PM 3: Developing Organizational Structures, Policies, and Procedures

- › Develops policies and procedures that reflect best practice and ensures the program complies with the following kinds of federal, state, and local laws, regulations, and standards:
  - Guidelines for involving families in their child's education, including IEPs, IFSPs, and other individual plans for children.
  - Recordkeeping policies and procedures to ensure accuracy, timeliness, and confidentiality.
  - A risk management plan to promote safe indoor and outdoor environments, injury prevention, and steps for responding to accidents.
  - An emergency preparedness plan.
  - Guidelines to promote health and nutrition, including up-to-date immunizations and health screenings for children.
  - Procedures for purchasing and using equipment and materials.
  - Personnel policies detailing professional expectations, staffing patterns, sick and personal leave, and grievance procedures.

- › Works collaboratively with the administrator to inform teaching staff of all appropriate organizational structures, policies, and procedures.
- › Supports teaching staff in the implementation of all appropriate policies and procedures.





# PROGRAM MANAGEMENT

## Administrators

## Education Coordinators

### PM 4: Maintaining Facilities and Equipment

- › Conceptualize and articulate a vision for a high-quality learning environment for children and a quality work environment for staff.
- › Create a system for implementing a facilities plan that ensures compliance with state and local regulations and corrects emerging issues in a timely fashion.
- › Implement practices to prevent risk and injury both in and outside of the facility.
- › Ensure that the facility's plan addresses the implementation of a robust infrastructure for information technology that includes regular updates or replacement of equipment and software.

- › Ensure that the learning environment is aesthetically pleasing and conducive to learning through monitoring, maintaining, and improving indoor and outdoor learning environments.
- › Ensure teaching staff are aware of facility-related policies and procedures and how to report issues.
- › Monitor the teaching and learning environment to identify and remove hazards.
- › Conduct environmental assessments to determine ways to improve learning environments.

#### Examples for PM 4: Maintaining Facilities and Equipment

- › Provides adequate space for teaching staff to meet together, plan curricula, organize learning resources, and store personal belongings.
- › Provides adequate space, equipment, and materials for personal care routines.
- › Ensures the interior and exterior of the facility is accessible and aesthetically pleasing, supports comfort and safety, and instills pride for all.
- › Creates facility opening and closing routines.
- › Dedicates space and adequate financial resources to support staff meetings, adult learning, parent engagement, and administration.
- › Maintains a building fund.
- › Stays informed of current regulations impacting facilities management.
- › Understands and navigates municipal processes to resolve issues and improve facilities.

- › Creates family-centered areas using bulletin boards, bookshelves, and space for belongings.
- › Regularly monitors indoor and outdoor learning environments (the facility as well as equipment) for health and safety issues.





# CONTINUOUS QUALITY IMPROVEMENT

Effective early childhood programs are not static but rather require constant assessment using data to identify program strengths and areas needing improvement. To do this, administrators must first establish goals for the program and a process for assessing whether the program is meeting these goals. This requires administrators and education coordinators to **lead program improvement** efforts, involving a variety of stakeholders to set direction and recommendations for course correction. Program leaders use **evidence-based decision making** to identify goals and take action steps to achieve those goals. Finally, leaders acknowledge that change takes time and often is not on a linear path. Effective program leadership necessitates being skilled at **managing organizational change** and understanding the power of the change process.

**CI 1: Leading Program Improvement Efforts**

**CI 2: Promoting Evidence-Based Decision Making**

**CI 3: Managing Organizational Change**





# CONTINUOUS QUALITY IMPROVEMENT

## Administrators

## Education Coordinators

### CI 1: Leading Program Improvement Efforts

- › Lead the design and implementation of a system for planning continuous quality improvement.
- › Promote organizational norms for individual and organizational self-reflection.
- › Engage diverse stakeholders in a shared decision-making process to analyze internal and external data, explore new strategies and innovations, and develop a program-wide plan that includes goals, objectives, and action plans.
- › Ensure alignment between the program's vision, mission, and educational goals.
- › Consider program strengths and assets, contextual factors, and constraints when determining program goals and objectives.
- › Provide resources and support for meeting program goals and objectives.
- › Assess progress toward achieving program goals and make course corrections, as necessary.
- › Communicate the positive outcomes that will result from quality improvement actions.
- › Benchmark progress over time and use data-based decision making for understanding trends.

- › Nurture among teaching staff a culture of continuous quality improvement to maximize outcomes for children.
- › Recognize the importance of the program improvement planning process and participate by providing data.
- › Assist in the analysis of internal and external data pertaining to educational services and contribute ideas for program improvement.
- › Share the program improvement plan with teaching staff and communicate their role in supporting the achievement of program goals.
- › Implement activities based on the program improvement plan to ensure the continuous improvement of educational services.

### Examples for CI 1: Leading Program Improvement Efforts

- › Ensures agreement is reached on program goals.
- › Maintains a balance between freedom of individuals to make decisions and the overall goals and vision of the organization.
- › Includes representatives from teaching staff as members of stakeholder groups.
- › Creates a budget that allocates sufficient resources to achieve goals and objectives.

- › Helps teaching staff understand how their data collection and implementation efforts support the program-wide plan.





# CONTINUOUS QUALITY IMPROVEMENT

## Administrators

## Education Coordinators

### CI 2: Promoting Evidence-Based Decision Making

- › Keep up-to-date on research, professional standards, and educational policies and use this information to measure the effectiveness of the program.
- › Use and regularly update professionally accepted assessment tools and approaches to gather, analyze, and evaluate program performance and effectiveness.
- › Use the combined expertise of those in the program and community along with empirical evidence to make decisions.
- › Articulate decisions and the rationale for those decisions to appropriate stakeholders.
- › Present an analysis of data to relevant stakeholders to establish strengths and needs and to guide the future direction of the program.
- › Provide training for staff on program evaluation methodology, including how to interpret, organize, and present data to support sound decision making.

- › Participate in and support evidence-based decision-making processes for all aspects of educational services.
- › Examine with teaching staff the results of program assessments and consider such programmatic changes as scheduling, grouping, and/or new equipment, as needed.
- › Examine with teaching staff the results of aggregate assessment data to consider such program-level changes as the adoption of different instructional practices, the addition of supplemental curriculum, and professional development plans.

#### Examples for CI 2: Promoting Evidence-Based Decision Making

- › Collects data from families and community groups.

- › Provides training and ongoing support to teaching staff to ensure quality data collection.
- › Embeds ongoing conversations about the importance of quality data and how data are used to make decisions at all levels of the organization.
- › Models how to use data to make decisions.





# CONTINUOUS QUALITY IMPROVEMENT

## Administrators

## Education Coordinators

### CI 3: Managing Organizational Change

- › Embrace change as an essential characteristic of a thriving and dynamic organization.
- › Nurture a culture of continuous quality improvement to maximize outcomes for children.
- › Understand the nature of individual and organizational change—including change models, the role of organizational culture, and leadership in the change process—and how change impacts stakeholders.
- › Develop a theory of change for the program and a set of strategies to encourage buy-in, overcome barriers, establish measurable action steps for improvement, and manage the overall pace and timeline of the change process.
- › Foster a climate of inquiry in the workplace that encourages the use of data to offer ideas for change and improvement.

- › Describe the organization’s theory of change to the teaching staff and apply strategies for engaging them in the continuous quality improvement process.
- › Help teaching staff understand their personal reactions to change and work to strengthen buy-in.
- › Help teaching staff celebrate small and big changes that improve the quality of educational services for children and families.

### Examples for CI 3: Managing Organizational Change

- › Uses positive, reflective inquiry strategies to discern the need for change.
- › Helps staff understand that organizational change doesn’t happen without change in individuals.
- › Creates an ambitious but achievable plan to improve the quality of services for children and families.
- › Helps structure the change process in small, doable steps.
- › Provides periodic reports on progress on program-wide plans and on how data are being used to modify plans as needed.
- › Creates a culture where openness to change is cultivated, supported, and celebrated.
- › Identifies the full range of positions (from “champions” to “resistors to change”) and knows how to work with all groups as the program pursues continuous improvement.
- › Helps staff celebrate small and big changes that improve the quality of educational services for children and families.

- › Models the use of data-based decision making to improve practice.
- › Models openness to new ideas.
- › Provides periodic updates to teaching staff related to progress on the program-wide plan.
- › Reinforces efforts by teaching staff and celebrates their successes in program improvement.





# STAFF SUPPORT

Leaders of early childhood programs must be skillful in guiding young children's growth **and** development and in fostering the growth and development of adult learners. They are responsible for ensuring that staff are informed, supported, and held accountable to high-quality standards. Leaders also ensure that the program, broader agency, or school district has policies and procedures that provide best practice in human resources, enable staff to feel supported within their roles, attract new qualified staff, and support the retention of the best educators.

Systems of staff support promote a positive work culture that values the effect that dispositions, knowledge, and skills have on daily practice. Ensuring effective systems of **supervision, mentoring, and professional development** sets the tone, culture, expectations, and standards for the performance and behavior of all staff. These include

- › recruiting and hiring qualified staff;
- › ensuring staff are informed at the time of hire of the expectation that they will grow and improve in their knowledge and skills in working with young children and their families;
- › providing smooth transitions for staff as they are on-boarded, and/or transition between jobs within the program;
- › creating a culture that encourages continuous improvement and learning for staff and children;
- › providing targeted professional development and follow-up practice opportunities for teaching staff so they can fully learn and implement new skills over time;
- › implementing a **staff evaluation** process that ensures staff meet expectations set by the program, including implementing practices known to support children's learning and development; and
- › holding staff accountable to rigorous standards in which high-quality, regular **staff evaluation** ensures staff meet the expectations set by the program, including implementing what is necessary to support children's learning and development.

**SS 1: Recruiting, Hiring, Retaining, and Orienting Staff**

**SS 2: Supervising Staff and Promoting Professional Development**

**SS 3: Evaluating Performance**





# STAFF SUPPORT

## Administrators

## Education Coordinators

### SS 1: Recruiting, Hiring, Retaining, and Orienting Staff

- › Create written policies, aligned with the program’s vision, mission, and educational goals, for recruiting, screening, and hiring new staff in accordance with state regulations and requirements.
- › Develop for each role in the program a detailed job description that defines requisite qualifications and responsibilities.
- › Ensure that recruitment and hiring policies and job descriptions address the need for staff who have diverse linguistic and cultural experiences as well as expertise working with children with disabilities.
- › Recruit and hire individuals who will support the vision of the program, achieve program-wide goals, and effectively serve the children and families in the program.
- › Develop and implement an orientation plan for all new staff, volunteers, and interns.
- › Develop and implement policies that address a leadership succession plan and manage staff transition (between roles as well as transition out of the program).
- › Develop and implement a staff retention plan.

- › Collaborate with the administrator to provide input on job descriptions and evaluations.
- › Help screen potential candidates for teaching positions.
- › Support and implement the orientation process for new teaching staff, volunteers, and interns.
- › Document human resource issues as they arise.

#### *Examples for SS 1: Recruiting, Hiring, Retaining, and Orienting Staff*

- › Recruits and hires staff who will support the vision of the program, achieve program-wide goals, and effectively serve the children and families in the program.
- › Publicly welcomes new staff and introduces them to others (e.g., sends email announcements).
- › Conducts exit interviews with those who leave to identify areas of strength and weakness and uses the information to strengthen the organization.
- › Gives staff opportunities to be a part of the organization (e.g., to participate on hiring teams, participate in creating/updating procedural handbooks).
- › Implements a phased orientation plan.
- › Pairs new teacher staff with a mentor or coach.
- › Implements a staff transition plan to avoid any disruption in children’s instruction.

- › Finds ways to recognize the contributions teaching staff make to the program.
- › Welcomes and orients new teaching staff, providing concrete feedback about their performance and developing new targets for professional growth.
- › Provides input to the administrator on recruitment and training.
- › Helps others in administrative roles understand the needs of the educational program and articulates desired expectations for new teaching staff.





# STAFF SUPPORT

## Administrators

## Education Coordinators

### SS 2: Supervising Staff and Promoting Professional Development

- › Establish a positive organizational climate that nurtures reflective practice and supports collaborative, individual, and group learning.
- › Create written policies, timelines, and protocols as part of a system for ongoing staff supervision and professional development.
- › Implement an individualized supervisory plan aligned with each individual's career stage, degree of experience, level of expertise, learning style, interests, and career aspirations.
- › Work with each staff member to develop an individual professional development plan with targeted goals to enhance performance and promote commitment to the field.
- › Ensure that professional development opportunities are aligned with the program's vision, educational goals, and appropriate WKC's and that these opportunities are responsive to individual goals and plans.
- › Assess the impact of professional development.
- › Utilize principles of adult learning and reflective supervision in working with staff.
- › Address performance issues in a proactive and timely manner.

- › Provide/make available a variety of effective strategies and practices to promote a system of support/cohesive teams among teaching staff.
- › Work with teaching staff to develop an individual professional development plan with targeted goals to enhance performance and promote commitment to the field.
- › Provide ongoing feedback grounded in data and connected to teaching staff's knowledge and skills; this feedback enhances their professional skillset while improving the quality of the classroom environment, implementation of the curriculum, and child outcomes.
- › Identify, in partnership with teaching staff, professional development opportunities that address individual professional development goals and that are aligned with the WKC's and the program's vision and educational goals.
- › Utilize principles of adult learning in working with teaching staff.
- › Utilize videotaping, digital photography, and other technology to support supervision, mentoring, and professional development.
- › Monitor the progress of teaching staff towards achieving the organization's goals through ongoing support and supervision.

### Examples for SS 2: Supervising Staff and Promoting Professional Development

- › Provides coaching opportunities to build capacity for specific professional dispositions, skills, and behaviors.
- › Creates sufficient time and deploys sufficient resources to utilize effective professional development approaches.
- › Seeks feedback from staff members to revise plan for ongoing supervision, mentoring, and professional development for teaching staff.
- › Models enthusiasm for learning new practices and improving child outcomes.
- › Instills an ethos of lifelong learning by modeling active engagement in professional development.
- › Structures work schedules and provides needed resources and training to promote a professional learning community where staff build shared knowledge and skills.
- › Provides release time and resources for staff to meet and learn together as a professional learning community.
- › Provides ongoing feedback, including appreciation and constructive feedback to teaching staff.
- › Utilizes videotaping, digital photography, and other technology to support supervision, mentoring, and professional development.

- › Establishes mentoring opportunities to increase an individual's professional capacity, resulting in greater professional effectiveness.
- › Encourages teaching staff and provides opportunities to work together to solve instructional problems.
- › Helps teaching staff create professional development plans to meet both organizational and individual needs (e.g., meets regularly with individual members of the teaching staff to ensure that PD is meeting their needs).
- › Uses organization goals and individual staff professional development plans to help teaching staff identify a variety of professional development opportunities that align with their individual goals and interests.
- › Implements a range of professional development opportunities that are matched to the range of needs within the teaching staff.
- › Provides support in implementing new teaching practices and in integrating new practices into a teacher's repertoire of teaching strategies.
- › Creates sufficient time for educational teams to meet and learn from each other to implement the curriculum.





# STAFF SUPPORT

## Administrators

## Education Coordinators

### SS 3: Evaluating Performance

- › Create written policies, timelines, and protocols as part of a system for ongoing performance appraisal.
- › Work with each staff member to develop targeted performance goals and methods for documenting the achievement of those goals.
- › Conduct ongoing formative performance appraisals of staff based on observations, meaningful criteria, and clear performance expectations.
- › Address performance issues in a timely manner and implement a probationary correction plan if needed.

#### Examples for SS 3: Evaluating Performance

- › Conducts a 360° performance appraisal of all administrative staff, soliciting feedback from peers, supervisees, families, and board members, as appropriate.
- › Invites a team of staff members to review the staff assessment and evaluation plan each year.
- › Identifies professional development opportunities for any staff member (for direct reports) to improve their staff appraisal skills (e.g., giving and receiving feedback).
- › Helps staff understand how indicators in the assessment and evaluation process align with the organization's values and goals.
- › Provides individual written and verbal feedback as part of the performance appraisal.
- › Publicly acknowledges the strengths and assets of the staff and commends their efforts toward improvement and better outcomes for children.

- › Develop and implement an assessment and evaluation process that includes individual self-assessment and supervisor feedback based on multiple measures of performance (e.g., formal observation, evaluation of family engagement, feedback from peers).
- › Ensure that performance appraisal is linked to an individual's job description, is performance based, includes a formal supervisor/staff conference, is conducted at least annually, leads to an annual IPDP, and provides results that inform the program's annual professional development plan.
- › Conduct performance appraisals based on meaningful criteria and clear performance expectation for teaching staff, volunteers, and pre-service teachers in training.

- › Models effective ways of giving and receiving feedback on a regular basis.
- › Regularly visits and observes in classrooms (i.e., not just during the annual appraisal visit).





# COMMUNITY PARTNERSHIPS

The communities served by early learning programs benefit immensely when children and families are served well; in turn, early learning programs benefit from engaged communities. Creating community partnerships is an important aspect of the work of administrators and education coordinators. Administrators and education coordinators must be able to communicate about their program using strong **external communication and public relations** strategies. Early childhood administrators and education coordinators recognize that they do not operate in isolation. Instead they understand the context of the community and that **collaborating with community partners to meet the goals of the program and greater community** benefits families and children, as does having an **awareness of and contributing to community interests and needs**. They recognize the opportunity to become a pillar in their community and do not operate in isolation from it.

Administrators and education coordinators recognize that community partnerships mean better services for children. They possess the knowledge and skills to **connect children and families to community-based services**, and they utilize community partnerships to ensure strong transitions and **continuity of children's learning and development** as they progress in enhancing programs for children from birth to age 8.

- CP 1: Creating Systems for External Communication and Marketing
- CP 2: Collaborating and Contributing to Community Partners
- CP 3: Connecting Children and Families to Community-Based Services
- CP 4: Ensuring Smooth Transitions and Continuity of Learning





# COMMUNITY PARTNERSHIPS

## Administrators

## Education Coordinators

### CP 1: Creating Systems for External Communication and Marketing

- › Demonstrate a high level of oral, written, and digital communication skills.
- › Recognize that external communication requires various communication styles and respect for cultural/linguistic diversity.
- › Communicate about and market the program through a variety of mechanisms. For example:
  - press releases,
  - advertisements,
  - social media,
  - community events and meetings, and
  - program-hosted events.
- › Report performance data to the community at least annually.
- › Ensure program's emergency management plan addresses crisis communication.

#### *Examples for CP 1: Creating Systems for External Communication and Marketing*

- › Develops and implements a program marketing plan, defining and maintaining the program's branding.
- › Publishes an annual report.
- › Develops a welcoming climate in the program for external and internal stakeholders.
- › Develops a process and routines for stakeholder site-visits, such as those from public officials, families, and from other facilities.

- › Share responsibility with the administrator for communicating information pertaining to education services.
- › Understand and share the program's emergency management plan and the crisis communication plan with teaching staff and families.

- › Readily shares with the community information pertaining to the program's education services.
- › Disseminates to teaching staff and families information about the program's emergency management plan and the crisis communication plan.





# COMMUNITY PARTNERSHIPS

## Administrators

## Education Coordinators

### CP 2: Collaborating and Contributing to Community Partners

- › Develop and implement program policies designed to facilitate collaborative relationships with community organizations.
- › Establish relationships with community organizations that result in formal and informal agreements that align with the program’s goals and enhance the quality of the program.
- › Regularly monitor progress toward establishing effective community partnerships.
- › Infuse an assessment of external collaborations into the self-assessment process.
- › Contribute to the community in which the program is located by participating in community events and by sharing knowledge, experience, and program resources with the greater community.

- › Identify potential community partnerships that align with program goals around education services.
- › Coordinate with the administrator and community organizations to enhance the quality of educational programs.
- › Participate in community events and support and encourage teaching staff to do the same.

### Examples for CP 2: Collaborating and Contributing to Community Partners

- › Layers funding to maximize shared resources with collaborators and community partners.
- › Develops shared transition plans with external programs.
- › Serves as a board member or on advisory councils of local government or civic organizations in order to increase the awareness of the importance of early education and family support services.
- › Develops relationships with first responders so that the program is ready to execute emergency plans if necessary.

- › Assists the administrator in developing a community asset and needs “map.”
- › Leads site-meetings with external stakeholders to create a sense of shared responsibility for children’s learning and development.





# COMMUNITY PARTNERSHIPS

## Administrators

## Education Coordinators

### CP 3: Connecting Children and Families to Community-Based Services

- › Develop and implement procedures for identifying needs and connecting families to appropriate social, mental health, educational wellness, and medical services.
- › Increase children’s access to out-of-school, extended learning, and summer learning opportunities.
- › Facilitate and support families in making connections to formal and informal supports, including helping families to connect with one another.

- › Support teaching staff to routinely use community resources to enhance learning activities.
- › Demonstrate skill in connecting children and families to appropriate social, mental health, educational wellness, and medical services and facilitates teaching staff to do the same.

#### Examples for CP 3: Connecting Children and Families to Community-Based Services

- › Works with community agencies to make information and services available in the home language of families served.
- › Develops relationships and referral systems with agencies to support children and families experiencing trauma.
- › Facilitates and supports families in making connections to out-of-school, extended learning, and/or summer learning opportunities.

- › Prepares a community resource directory for teaching staff and families based on the needs of children and families as well as service effectiveness.





# COMMUNITY PARTNERSHIPS

## Administrators

## Education Coordinators

### CP 4: Ensuring Smooth Transitions and Continuity of Learning

- › Understand the importance of continuity within the early learning continuum as a core component of school readiness.
- › Work with the community to create a vision, develop policies, and shape early childhood services to ensure integration, communication, and consistency between the program and home, schools, after-school, and other child-family affiliated organizations.
- › Use individual data over time as a means for assessing children’s progress as they transition from one setting to the next and determine strategies for improving the alignment of children’s learning.
- › Implement policies with community and educational partners to facilitate smooth transitions for children and families and to ensure continuity of children’s learning and development.

- › Effectively communicate and share current research and information about school readiness and transition practices with teaching staff.
- › Support teaching staff to determine and implement effective school readiness and transition strategies for individuals and groups of children.

#### Examples for CP 4: Ensuring Smooth Transitions and Continuity of Learning

- › Familiarizes children and families with settings where they will be transitioning.
- › Communicates with other settings where the child participates, as well as past and future settings, to share information and engage in collaborative planning.
- › Engages families in planning for children’s transition to new programs.

- › Engages teaching staff in developing transition plans tailored to each child’s individual learning needs.
- › Assesses family needs for language translation as transition approaches.



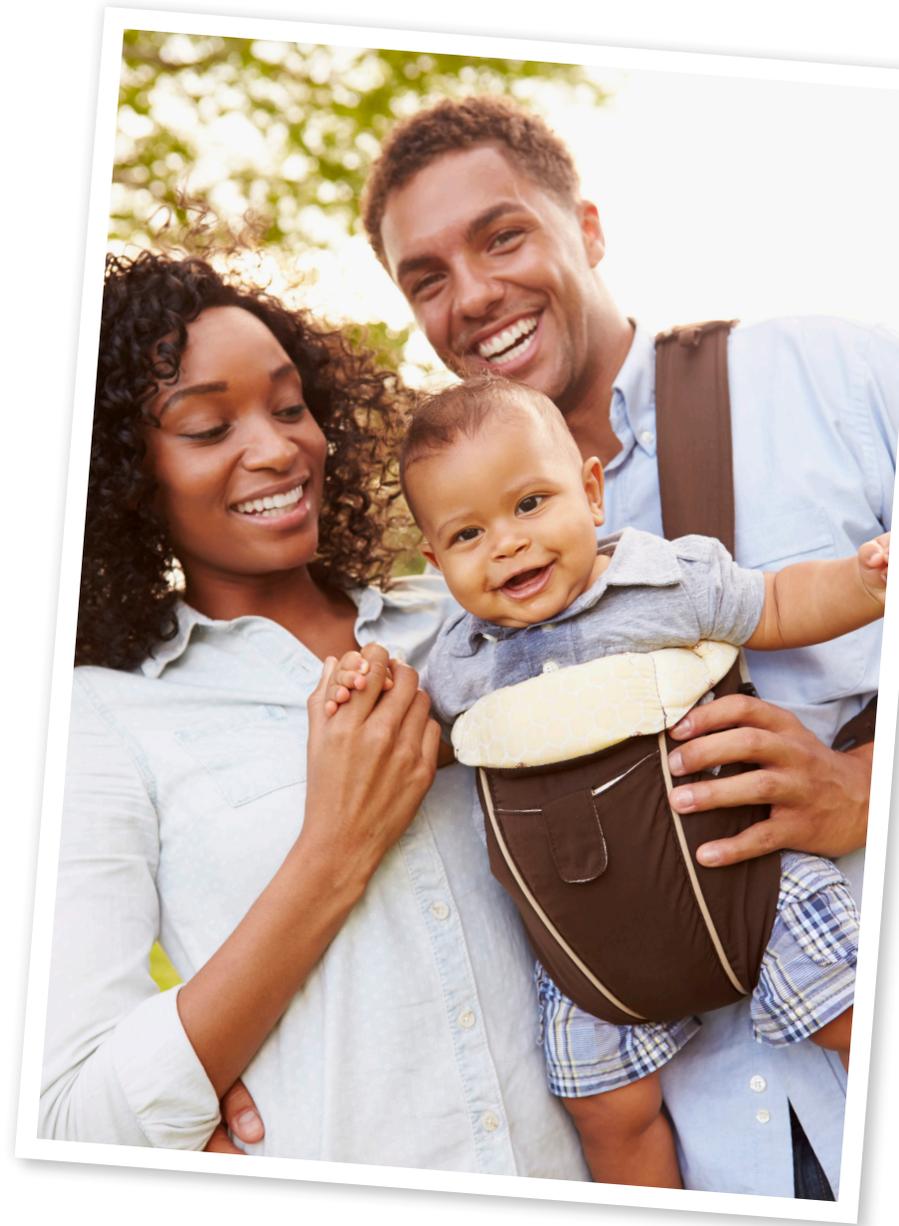


# FAMILY ENGAGEMENT

Early childhood administrators and education coordinators understand the roles that family members play in the lives of children, as well as the importance of partnering with families around the education of their child. Because relationships with families are foundational to family engagement, **creating a culture to support respectful, reciprocal, responsible relationships with families** is something administrators and education coordinators must be skilled in carrying out. They understand that family engagement is carried out in the classroom and ensure this by **supporting teachers in working with families**. This relationship building includes constant reflection on what is and is not effective in family engagement efforts and an eye towards continuously improving in this area. In addition to building relationships, administrators understand and value the role of **promoting family involvement in program-level decision making**.

**FE 1: Supporting Respectful Relationships with Families**

**FE 2: Promoting Family Involvement in Decision Making**





# FAMILY ENGAGEMENT

## Administrators

## Education Coordinators

### FE 1: Supporting Respectful Relationships with Families

- › Establish and communicate to others a program philosophy that clearly articulates family engagement as an essential component of the program's core values.
- › Build systems to foster respectful and effective communication between the program and families.
- › Regularly monitor progress toward achieving family engagement goals.
- › Serve as a role model and mentor to others on developing positive relationships with families by demonstrating respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs traditions, childrearing practices, and language.
- › Ensure that diverse family cultures inform program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies.
- › Assess and analyze the effectiveness of family engagement strategies.

- › Communicate to others a program philosophy that clearly articulates family engagement as an essential component of the program's core values.
- › Serve as a role model and mentor to others on developing positive relationships with families by demonstrating respect for individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs traditions, childrearing practices, and language.
- › Engage families in regular, intentional, and meaningful two-way communication.
- › Ensure that communication between and among teaching staff and families is on-going, appropriate, and respectful of cultural/linguistic diversity.
- › Develop a welcoming environment and a sense of belonging, and cultivate a shared responsibility for children's growth, learning, and development.
- › Support teaching staff in identifying families' strengths and meeting needs as they relate to their children's learning and development.
- › Support teaching staff in identifying and addressing barriers to effective family communication.
- › Create and regularly update written documents that focus on family engagement.
- › Ensure teaching staff are providing classroom environments that reflect diverse family cultures.
- › Support teaching staff in planning a continuum of family engagement opportunities.

### Examples for FE 1: Supporting Respectful Relationships with Families

- › Models that families are essential members of the school leadership team.
- › Designates dedicated and welcoming space where families can gather and teachers and families can meet.
- › Ensures that all job descriptions articulate responsibilities, knowledge, and competencies needed by staff to create respectful, reciprocal, and responsible relationships with families.

- › Encourages teaching staff to make home visits.
- › Trains teaching staff in cultural competency and family-centered approaches to help ensure home visits are of appropriate intensity and duration.





# FAMILY ENGAGEMENT

## Administrators

## Education Coordinators

### FE 2: Promoting Family Involvement in Decision Making

- › Recognize that families can contribute to decision making and connect families with opportunities to participate formally and informally in the development, governance, and evaluation of program services and policies as appropriate.
- › Engage families in assessing the effectiveness of family engagement activities and efforts, and use family input to inform program practices and on-going strategic planning.
- › Regularly monitor family involvement in program-level decision making.

- › Collaborate formally and informally with families and teaching staff to share observations and describe children’s accomplishments, and use these conversations to address concerns about individual children as well as plan for children individually and as a group.
- › Connect families to program-level decision-making opportunities and support teaching staff to do the same.
- › Support families as decision makers for, and educators of, their children.
- › Utilize family input to inform classroom practices.

#### Examples for FE 2: Promoting Family Involvement in Decision Making

- › Provides information to families in a language each family can understand.
- › Implements a Parent Advisory Committee.
- › Conducts an annual family survey as part of the comprehensive program self-assessment.
- › Plans and implements effective family meetings utilizing adult learning principles and the interests and needs of the families.

- › Collaborates with families and teaching staff to establish, implement, and revise individual and classroom-level goals.





# DEVELOPMENT AND LEARNING

High-quality early childhood programs are grounded in current research and theory of how children develop and learn. Administrators and education coordinators must have a comprehensive understanding of **child development** in order to create policies and procedures and to support classroom practices that are developmentally appropriate, intentional, and aimed at driving child outcomes forward. They know that while child development follows a predictable sequence, there are unlimited variations and **influences on development** within that process; as a result, programs must be equipped to serve children with a variety of needs, interests, experiences, and abilities. Administrators and education coordinators know that programs also must be able to serve children who are **dual language learners** and those **with developmental delays and disabilities**; this includes having clear policies and procedures to ensure that each and every child and family is included within the program.

**DL 1: Supporting Children’s Development**

**DL 2: Coordinating Internal and External Supports for Children**

**DL 3: Supporting Children with Developmental Delays and Disabilities**





# DEVELOPMENT AND LEARNING

## Administrators

## Education Coordinators

### DL 1: Supporting Children’s Development

- › Ensure that the program mission and vision articulates the importance of children’s growth, learning, and development in all domains.
- › Create program policies and practices that reflect a strong foundation in current research and theory in child development and learning.
- › Develop staffing policies that help to maintain stability and consistency in programming so children experience continuity.

- › Provide vision and direction for the program through knowledge of current research, trends, and effective practices relating to children’s growth, learning, and development.
- › Demonstrate ability to identify effective teaching practices and translate research into effective practices that support children’s development and learning.
- › Inform the development of program policies and practices that reflect a strong foundation in current developmental research and theory on teaching and learning.
- › Support teaching staff’s and colleagues’ understanding of the developmental domains and varying rates of development.
- › Articulate, evaluate, and apply current research and theory to create guidance strategies for individual children and for groups of children.
- › Model and help others develop competencies for developing relationships that enable each child’s optimal development and learning.
- › Provide professional development opportunities for teaching staff and colleagues on factors that contribute to optimal child development and learning.
- › Provide opportunities for families to learn more about factors that contribute to optimal child development and learning.
- › Provide professional development for teaching staff and colleagues on incorporating a variety of effective strategies to address all developmental domains and to promote children’s learning.
- › Provide professional development to teaching staff and colleagues that focus on ways young children express their feelings about separation and transitions, as well as on the importance of supporting families during times of separation and transition.
- › Guide the development and planning of holistic learning experiences that capitalize on the interconnectedness of domains to promote development and learning.
- › Create program policies and practices that promote responsiveness to the learning strengths, interests, and needs of individual children.
- › Create program policies and practices that reflect knowledge of current research and theories on environmental and biological influences on development and their relationship to growth, risks, and delays in development.

### Examples for DL 1: Supporting Children’s Development in All Domains

- › Talks about the impact of the organization on children’s development and learning.
- › Reads about or attends conferences to maintain current knowledge of child development and shares that knowledge with staff.
- › Uses program data to develop a professional development sequence that focuses on the interests of the teaching staff and the needs of the program.





# DEVELOPMENT AND LEARNING

## Administrators

## Education Coordinators

### DL 2: Coordinating Internal and External Supports for Children

- › Collaborate with health care providers, mental health consultants, social service agencies, safety officials, employers, and other community leaders to promote resilience and address risk factors affecting individual children and their families.
- › Evaluate the extent to which the program supports the use of appropriate strategies to individualize learning outcomes for children.

- › Support teaching staff in identifying children’s individual differences and reinforces these as strengths.
- › Provide professional development for teaching staff and colleagues, as well as learning opportunities for families, regarding influences on development, including risk and resilience factors, special needs, and individual needs and differences.
- › Provide professional development and resources for teaching staff regarding the use of strategies to respond to challenging behaviors—including support from behavioral or developmental specialists, early interventionists, and mental health professionals as necessary.
- › Provide professional development and resources to families regarding the use of strategies to respond to challenging behaviors.
- › Provide professional development and resources to teaching staff regarding strategies for working with dual language learners and their families.
- › Develop (or adopt) a cohesive, program-wide approach to promoting social and emotional development, preventing challenging behavior, and addressing challenging behavior that does occur.
- › Implement a cohesive, program-wide approach to promoting social and emotional development, preventing challenging behavior, and addressing challenging behavior that does occur.

### Examples for DL 2: Coordinating Internal and External Supports for Children

- › Invites members of staff to review relevant policies and practices on a regular basis and to incorporate current approaches and recognize concerns and needs of the children and families served.
- › Designs written policies for using effective positive child guidance.
- › Designs an overall programmatic approach that encourages staff to explore their own cultural perspectives and appreciate the cultural perspectives and strengths of colleagues, children, and the community.
- › Helps teaching staff articulate their concerns for children and families and share strengths/concerns with the administrator.





# DEVELOPMENT AND LEARNING

## Administrators

## Education Coordinators

### DL 3: Supporting Children with Developmental Delays and Disabilities

- › Develop and implement program policies and practices that support the full participation of and a sense of belonging for children with developmental delays and disabilities.
- › Demonstrate knowledge of relevant laws related to the identification of and service delivery to children with developmental delays and disabilities.
- › Ensure that school districts, IDEA Part C agencies, and community-based programs work collaboratively to support children and families.
- › Use knowledge of risk factors, developmental disabilities, and developmental delays to develop policies and systems to refer children for specialized services.
- › Monitor the effectiveness of efforts to promote inclusive environments.
- › When appropriate, evaluate and use data to modify policies and procedures for creating and implementing IFSPs and IEPs.

- › Identify resources and services to supplement the educational program for children with developmental delays and disabilities.
- › Know and help teaching staff and families understand relevant laws related to children with developmental delays and disabilities.
- › Implement a cohesive approach to providing a system of supports that matches children's developmental and learning needs.
- › Assist in identifying and making environmental modifications to support children with developmental delays and disabilities in the classroom and program.
- › Ensure that teaching staff and colleagues are informed of current best practice in educating children with developmental delays and disabilities.
- › Support teaching staff in creating an inclusive classroom environment that includes all children socially and instructionally.
- › Implement a coordinated screening process in accordance with relevant laws and policies across systems and agencies.
- › Help teaching staff carry out IEPs and IFSPs by providing such supports as professional development, coaching, and access to itinerant services that meet individual child needs.

### Examples for DL 3: Supporting Children with Developmental Delays and Disabilities

- › Ensures that parents of children with developmental delays and disabilities are members of advisory groups.

- › Helps teaching staff to translate IEP/IFSP goals and objectives into everyday practices through the use of activity matrices, checklists, or other formats.
- › Makes time for teaching staff to consult with and observe specialists (e.g., OT, PT, SLP, itinerant special educators).
- › Works with specialists to help them understand the classroom context.
- › Creates opportunities for all educational team members (e.g., classroom teacher, aides, OT, PT, SLP, special educators) to participate in some of the same training events (e.g., professional development occurs side-by-side).





# CURRICULUM

Early childhood administrators and education coordinators know that a curriculum framework is an essential part of any early childhood education program. They are able to **build a meaningful curriculum framework** that describes a program's theoretical foundation, approach, and program practices for supporting the learning of each child based on individual developmental levels, learning styles, and interests. These program practices in turn are informed by the Rhode Island Early Learning and Development Standards for Preschool and/or Common Core State Standards/Grade-Level Expectations. Early childhood administrators and education coordinators must ensure adequate resources to **support the implementation of classroom-level curriculum**.

Administrators and education coordinators understand that a curriculum framework must address all four areas of the curriculum: 1) content, 2) process, 3) teaching and facilitating, and 4) context. They ensure that the curriculum framework serves as the guiding document for classroom-level curriculum; and they support the teaching staff in implementing high-quality large group, small group, and individual experiences. Administrators and education coordinators use both a curriculum framework and classroom-level curricula to ensure that all children are learning.

**CU 1: Building a Meaningful Curriculum Framework**

**CU 2: Supporting Curriculum Implementation**





## Administrators

## Education Coordinators

### CU 1: Building a Meaningful Curriculum Framework

- › Participate in the development of a meaningful, evidence-based curriculum framework.
- › Demonstrate deep knowledge of early childhood curriculum informed by current research, child development theory, and guiding principles about how children learn.
- › Collaborate with teaching staff and other stakeholders to develop a meaningful, evidence-based curriculum framework that reflects the program's understanding of and approach to:
  - Content
  - Process
  - Teaching and Facilitating
  - Context
- › Regularly review and reflect on the curriculum framework to ensure it effectively guides the program's curriculum in all four components, leads to positive child outcomes, and represents current research.
- › Lead, in collaboration with teaching staff, the development or selection of high-quality, developmentally appropriate classroom-level curriculum resources.

#### Examples for CU 1: Building a Meaningful Curriculum Framework

- › Develops a budget that reflects in its allocations how important the curriculum and its implementation are to the program.
- › Supports teaching staff by protecting their curriculum planning time.
- › Ensures policies and procedures that allow educational staff to have time and resources needed to know and use the curriculum with fidelity.
- › Talks about the curriculum framework with teaching staff and families in understandable ways.
- › Attends conferences and reads literature in order to be current about early childhood curriculum.
- › Writes about the curriculum framework in program newsletters and other outlets.
- › Attends conferences and reads literature in order to be current about early childhood curriculum.





## Administrators

## Education Coordinators

### CU 2: Supporting Curriculum Implementation

#### General Implementation

- › Ensure that program philosophy and policies are consistent with the goals of the curriculum framework.
- › Ensure that staff have adequate resources to fully implement all four components of the curriculum framework at the classroom level.
- › Ensure that staff have access to professional development resources to support the implementation of all four components of the curriculum framework at the classroom level.

- › Use the curriculum framework to communicate the program's approach to curriculum and how the framework should be used in curriculum planning.
- › Provide information to families so they understand how and why the curriculum framework supports their child's learning and development.

#### Content

- › Support the teaching staff in planning and implementing a comprehensive, integrated curriculum aligned with relevant and applicable standards (e.g., RIELDS CCSS, NGSS).
- › Provide professional development opportunities for teaching staff to further their knowledge of content in relation to curriculum.

#### Process

- › Support the teaching staff in gathering and utilizing child assessment data that documents children's interests, learning styles, and stages of development in order to create meaningful learning opportunities.
- › Analyze and evaluate planned learning experiences in classrooms to ensure that the curriculum framework's articulation of play is being operationalized and is effective.
- › Support the teaching staff in the facilitation of and reflection on high-quality interactions among children and between children and adults to deepen learning and development.
- › Support teaching staff in facilitating and reflecting on how children's interactions with materials allow for exploration, problem solving, and discovery.
- › Provide professional development opportunities to teaching staff to further their understanding of process and to improve curriculum in the area of process.





## Administrators

## Education Coordinators

### Teaching and Facilitating

- › Support teaching staff to utilize a variety of evidence-based instructional approaches to support individual children's development and learning.
- › Aid teaching staff in reflecting on their relationships and interactions with children, families, and teachers and on how these relationships support children's learning.
- › Provide teaching staff with professional development opportunities that promote increased and continuous use of proven teaching strategies and practices.

### Context

- › Evaluate and support teaching staff in improving classroom learning environments to ensure that they support learning in all domains and encourage play, decision making, and exploration.
- › Support teaching staff in incorporating open-ended, high-quality, traditional and nontraditional materials into curriculum to encourage problem solving and creativity and challenge children to construct knowledge.
- › Support teaching staff in establishing, analyzing, and adapting a daily schedule that is flexible and responsive to the needs and interests of the group and individuals within the group.
- › Provide professional development opportunities to teaching staff to deepen understanding of and improve practices around curriculum planning and implementation related to context.

### Examples for CU 2: Supporting Curriculum Implementation

- › Attends conferences and reads literature on curriculum implementation.
- › Develops a budget that provides sufficient resources for implementing the curriculum with fidelity.
- › Ensures teaching staff has access to RIELDS documents (paper or electronic) to support content curriculum planning.
- › Uses and provides teaching staff with curriculum implementation checklists to reinforce their use of the curriculum as planned.
- › Supports teaching staff by protecting their curriculum planning time.
- › Uses a portion of meetings with teaching staff to highlight the importance of curriculum implementation.
- › Helps teaching staff understand the connection between ongoing child assessment, curriculum planning, and child outcomes.
- › Supports teaching staff in minimizing daily transitions, reducing the number of whole-group transitions, and ensuring that transitions are efficient and provide children with opportunities for learning and demonstrating responsibility.





# CHILD ASSESSMENT

Child assessment is a critical element to any educational program, and administrators and education coordinators serve a key role in ensuring the successful execution of a comprehensive child assessment plan. Effective program-level policies and practices support teachers in implementing classroom assessment practices that inform classroom curriculum and instructional practices to meet group and individual needs, detect any concerns that require intervention for individual children, and in aggregate inform improvements to the program’s support for children’s learning and development. Administrators and education coordinators must **develop, coordinate, and implement effective child assessment** systems in order to ensure effective assessment practices within every classroom.

Administrators and education coordinators must focus on **implementing supportive supervision of child assessment practices** in order to ensure that responsible, valid, reliable, and culturally and linguistically appropriate assessment practices occur within the program. This supervision focuses on implementing a comprehensive assessment plan; conducting developmentally appropriate, authentic, and responsible assessments; documenting and organizing assessment data; using data in curriculum and instructional planning; and communicating data to others. In addition to supporting teachers in **communicating child assessment data to others**, administrators and education coordinators communicate data internally and externally with families, other professionals, and stakeholders in an appropriate and confidential manner.

## CA 1: Developing Effective Systems for Child Assessment

## CA 2: Supporting Developmentally Appropriate Assessment Practices

## CA 3: Communicating Assessment Data to Others





# CHILD ASSESSMENT

## Administrators

## Education Coordinators

### CA 1: Developing Effective Systems for Child Assessment

- › Develop program policies that:
    - support a comprehensive child assessment system that includes developmental screening, formative, and summative assessment;
    - foster partnership with entities that carry out developmental screenings (i.e., pediatric practices for children ages 6 weeks to 36 months, Child Outreach for children ages 3 to 5); and
    - maintain the confidentiality of all child assessment data.
  - › Provide adequate resources to carry out effective, comprehensive child assessment.
  - › Research and provide valid, reliable, and culturally appropriate assessment tools that are appropriate for the children in the program and that effectively support program-level child assessment plans.
- › Develop a program-level, comprehensive child assessment system explicitly tied to the RIELDS (e.g., screening measures, formative assessments, measures of environmental quality, measures of the quality of adult-child interactions).
  - › Develop a written plan for implementing the child assessment system that at a minimum:
    - integrates a variety of developmentally appropriate assessment methods;
    - establishes clear timelines for assessments to occur and for communication of assessment data;
    - establishes confidentiality policies;
    - includes strategies to involve families in the planning and implementation process;
    - maintains consistency with program goals, curriculum, and instructional practices; and
    - plans for the organization and analysis of assessment data.
  - › Coordinate the implementation of the program assessment plan, including:
    - supporting teaching staff in accessing available data (e.g., KidsNet) to monitor the screening results for children in the program who are ages 6 weeks–36 months);
    - communicating with local provider and coordinating Child Outreach screenings for children in the program ages 3–5;
    - identifying developmentally appropriate, evidence-based resources and tools to support teaching staff in their implementation of formative assessment; and
    - engaging and partnering with families to implement effective and informed child assessment.
  - › Promote ethical assessment practices and confidential management of child assessment data by the teaching staff.
  - › Identify and support teaching staff in implementing formative assessment practices that are culturally and linguistically sensitive, reduce bias, and reflect the abilities of all children.
  - › Support teaching staff in the appropriate use of technology, including online assessment tools, to effectively implement classroom assessment plans.
  - › Support teaching staff in their implementation of a comprehensive child assessment system.
  - › Provide professional development opportunities to teaching staff to facilitate their understanding of the child assessment system, including the differences between, purposes, and uses of developmental screening, formative assessment, and formal evaluation.
  - › Support effective practice of assessment.
  - › Work with families to ensure that developmental screening data is shared with educators.
  - › Support the implementation of program-level and individual child assessment.

#### Examples for CA 1: Developing Effective Systems for Child Assessment

- › Provides professional learning opportunities for teaching staff on the use of multiple forms of assessments in the program.
- › Builds a learning community around using child assessment to identify and implement successful curricular and instructional practices.





# CHILD ASSESSMENT

## Administrators

## Education Coordinators

### CA 2: Supporting Developmentally Appropriate Assessment Practices

› Develop policies for and support the implementation of the child assessment system.

- › Ensure teaching staff are following the program's child assessment system.
- › Ensure that teaching staff are using assessment tools in the intended way and with fidelity.
- › Regularly monitor classroom data collection and analyze child and classroom-level assessment data in order to guide and support teaching staff's appropriate implementation of formative assessment practices.
- › Facilitate teaching staff's analysis of assessment data to inform curriculum planning and instructional practice for individuals and groups of children.
- › Support the teaching staff in engaging families and specialists/other adults working with children in the classroom in the formative assessment process, including gathering of and analyzing data, and goal setting.
- › Analyze aggregate assessment data and use trends to inform the program improvement plan.

### Examples for CA 2: Supporting Developmentally Appropriate Assessment Practices

- › Regularly observes assessment practices throughout the program.
- › Analyzes assessment data and makes program and professional development choices based on data.
- › Analyzes and aggregates program-wide assessment data and uses it to provide feedback to teaching staff.





# CHILD ASSESSMENT

## Administrators

## Education Coordinators

### CA 3: Communicating Assessment Data to Others

- › Develop policies and procedures for sharing child assessment data within and outside the program.
- › Develop policies and procedures to communicate child assessment data to families in a timely, appropriate manner.

- › Communicate, both in writing and verbally, child assessment data in a responsible, objective, and respectful manner and support teachers to do the same.
- › Ensure families are informed about and engaged in the assessment process supporting their children's learning and development.
- › Explain to families how the program gathers and uses assessment data.

#### Examples for CA 3: Communicating Assessment Data to Others

- › Develops regular reporting mechanisms for communicating information about program effectiveness derived from assessment data.
- › Shares assessment data with external stakeholders as appropriate and useful.

- › Communicates assessment data to families at regular intervals throughout the program year.
- › Engages and partners with families to implement home practices that are informed by child assessment results.
- › Supports discussions with parents and families on assessment results.





# APPENDIX A: ACKNOWLEDGEMENTS

The final version of *Rhode Island's Workforce Knowledge and Competencies for Early Childhood Administrators and Education Coordinators* is a reflection of hours of hard work by a number of professionals in the early care and education field. We are grateful for the countless hours that multiple groups put into this process.

The following individuals are recognized for their level of commitment throughout this iterative process:

Deborah Morelle, Center for Early Learning Professionals

Patty Carbone, Sandpiper Early Learning Center

Christine Chiacu-Forsythe, Center for Early Learning Professionals

Deborah Bankauskas, Center for Early Learning Professionals

Susan Zoll, Ph.D., Rhode Island College

Carmen Diaz-Jusino, Center for Women and Enterprise

Karen Pucciarelli, Center for Early Learning Professionals

Cindy Giroux, Cumberland Public Schools

Sherry Bowry, Stork's Nest Child Academy

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# APPENDIX B: GLOSSARY OF TERMS

<b>360° Performance Appraisal</b>	Type of employee performance review in which subordinates, co-workers, and managers all anonymously rate the employee.
<b>Best Practice</b>	Ways of delivering services that have been found through research or experience as the most effective way to achieve desired outcomes.
<b>Competencies</b>	The essential skills and knowledge that educators and professional development providers need to know, understand, and be able to do.
<b>Content</b>	A core component of a quality classroom curriculum. Includes what children know, understand, and are able to do.
<b>Context</b>	A core component of a quality classroom curriculum. Includes classroom materials, learning environments, routines, and schedules.
<b>Core Knowledge and Competencies</b>	The essential skills and knowledge that administrators and education coordinators who work in programs for young children birth through age 5 understand and are able to do to promote young children’s healthy development and learning.
<b>Cultural Competence</b>	The awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of children and their families (National Education Association).
<b>Curriculum Framework</b>	An evidence-based, program-level curriculum framework to outline the program’s priorities and describe what is expected of teachers as they develop classroom-level curriculum. A program curriculum framework supports the four core components of quality classroom curriculum: (1) Context—Materials, learning environments, routines & schedules; (2) Content—What children know, understand, and are able to do; (3) Teaching and Facilitating—Teacher’s role, relationships, and intentional teaching; and (4) Process—How children learn.

<b>Developmentally Appropriate</b>	Programs, activities, and environments that are designed on the basis of knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.
<b>Disability</b>	A broad term covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; a participation restriction is a problem experienced by an individual in involvement in life situations. A disability may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these. A disability may be present from birth or occur during a person’s lifetime.
<b>Dual Language Learners</b>	Children who are learning two languages simultaneously or those learning English as they develop in their home language (OHS, 2008). In this document, children whose home language is American Sign Language are included in this definition.
<b>Early Education and Care Educators</b>	Administrators, directors, education coordinators, teachers, teacher assistants, and family child care providers who work with all children ages birth through 5.
<b>Early Learning and Development Standards</b>	Expectations for the learning and development of young children.





# APPENDIX B: GLOSSARY OF TERMS

<b>Education</b>	A series of learning experiences with related assessments of learning that are specific to an area of inquiry and related sets of skills or dispositions; delivered by a professional(s) with subject matter and adult learning knowledge and skills; and offered by an accredited school, college or university or partnering agency with a written articulation agreement. A planned sequence of courses, along with admission and graduation requirements, comprises an education program. Postsecondary education or higher education follows elementary and secondary education and is defined as “formal instructional programs with a curriculum designed primarily for students who are beyond compulsory age for high school.”	<b>Home Language</b>	The language that is used primarily by the child’s family in the home environment. Some children may have more than one home language (e.g., when the mother speaks Chinese and the father speaks English). (From the <i>State of California Dual Language Learners Glossary</i> )
<b>Emergency Plans</b>	All plans designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.	<b>Individualized Education Plan (IEP)</b>	A plan that incorporates effective practices and focuses on families’ priorities and concerns, as well as children’s development and interests.
<b>Environment</b>	(For early learning and care setting) Physical surroundings and social and cultural conditions that physically and/or emotionally affect people and their ability to learn, grow, develop, and survive.	<b>Individualized Family Service Plan (IFSP)</b>	A plan that incorporates effective practices and focuses on families’ priorities and concerns; children’s and families’ individual needs; and addresses the support services, nutrition services, and case management needs.
<b>Evaluation</b>	A systematic, focused, and thoughtful process designed to investigate the merit, worth, or impact of professional development. Evaluation may collect data on participant reactions, participant learning, organization support and change, participant use of new knowledge and skills, and/or student learning outcomes.	<b>Learning Environment</b>	All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop, and survive.
<b>Family</b>	Members of a unit who see themselves as a family, including individuals related by blood or marriage as well as those who have made a commitment to share their lives.	<b>Mentor</b>	A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.
<b>Family Engagement</b>	A meaningful family-program partnership that is reciprocal, strengths-based, and actively supports children’s development and learning across settings.	<b>Mentoring</b>	The guiding and nurturing of a less experienced individual by a knowledgeable and experienced individual. Mentoring may occur in a variety of settings, including between professionals in a program, across programs, and with teacher candidates or interns within one’s classroom.
		<b>Observation</b>	Gathering information through one or more of the five senses for the basic purpose of determining a child’s developmental level, interests, and learning style.
		<b>Process</b>	A core component of a quality classroom curriculum. Includes how children learn.





# APPENDIX B: GLOSSARY OF TERMS

<b>Regulatory Compliance</b>	A program's adherence to federal, state, and local laws; regulations; guidelines; and specifications.
<b>Screening</b>	A brief procedure to determine whether a child requires further and more comprehensive evaluation.
<b>Settings</b>	Home, school, group, community, and natural locations that are part of the child and family's experiences.
<b>Strategic Planning</b>	The process by which an organization determines and defines its mission, vision, and goals; the process of making decisions about allocating resources in order to pursue these goals.
<b>Teaching and Facilitating</b>	A core component of a quality classroom curriculum; includes what children know, understand, and are able to do.
<b>Training</b>	Learning experience or series of experiences specific to an area of inquiry and related sets of skills or dispositions delivered by a professional with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program. Training may occur as part of early care and education-related conferences or as part of an individual or program wide professional development plan.



# APPENDIX C: REFERENCES AND RESOURCES

The following resources were used to inform the development of the *Rhode Island Workforce Knowledge and Competencies for Administrators and Education Coordinators*:

Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri) (2011): [http://www.ks.childcareaware.org/PDFs/2011CoreComp\\_Eng.pdf](http://www.ks.childcareaware.org/PDFs/2011CoreComp_Eng.pdf)

Georgia Department of Early Learning and Learning (2007). The Georgia Early Care and Education Professional Development Competencies: Early Care and Education Professional: <https://www.training.dec.state.ga.gov/sites/default/files/uploads/docs/professional-development-competencies.pdf>

Goffin, S. G. (2013). "Building Capacity through an Early Education Leadership Academy." Center on Enhancing Early Learning Outcomes (CEELO): [http://ceelo.org/wp-content/uploads/2013/12/EELA\\_Goffin\\_WEB.pdf](http://ceelo.org/wp-content/uploads/2013/12/EELA_Goffin_WEB.pdf)

Massachusetts Department of Early Education and Care (2010). Core Competencies for Early Education and Care and Out-of-School Time Educators: [http://www.eec.state.ma.us/docs1/prof\\_devel/core\\_comp\\_packet.pdf](http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf)

National Association for the Education of Young Children (2005). Code of Ethical Conduct and Statement of Commitment: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

National Association for the Education of Young Children (2009). Standards for Early Childhood Professional Preparation: [http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204\\_12.pdf](http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf)

National Association for the Education of Young Children (2012). 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs: [https://www.naeyc.org/caep/files/caep/NAEYC%20Initial%20and%20Advanced%20Standards%2010\\_2012.pdf](https://www.naeyc.org/caep/files/caep/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf)

National Association of Elementary School Principals (2014). Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice: <https://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>

Office of Child Development and Early Learning / Pennsylvania Department of Education and Department of Public Health (2014). Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals: [https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/36124\\_Competencies\\_.pdf](https://www.pakeys.org/uploadedContent/Docs/CKC%20and%20Big%20Ideas%20Framework/36124_Competencies_.pdf)

Talan, T. N. & Bloom, P. J. (2009). Business Administration Scale for Family Child Care (BAS). Teachers College Press.

West Virginia STARS State Training and Registry System: Core Knowledge and Core Competencies for Early Care and Education Professionals (2009): [http://www.wvearlychildhood.org/resources/Core\\_Competencies.pdf](http://www.wvearlychildhood.org/resources/Core_Competencies.pdf)

Wisconsin Early Childhood Collaborating Partners (2014). Wisconsin Core Competencies for Professionals Working with Young Children and Their Families: [http://www.collaboratingpartners.com/documents/WI\\_EC\\_Core\\_Competencies\\_2014.pdf](http://www.collaboratingpartners.com/documents/WI_EC_Core_Competencies_2014.pdf)

## ADDITIONAL RESOURCES

To accomplish its mission of ensuring that all of its children receive the best early education possible and that their early learning experiences result in positive social and academic outcomes, the state has established a number of supports—including the following tip sheets—to help early care and education programs embrace a culture of continuous program improvement. These tip sheets are designed to guide early learning professionals in better understanding critical aspects of program improvement and professional development. The tip sheets also list additional resources professionals can use to extend their learning.

Child Assessment: [http://center-elp.org/wp-content/uploads/2015/09/Exceed-Tip-Sheet\\_Child-Assessment.pdf](http://center-elp.org/wp-content/uploads/2015/09/Exceed-Tip-Sheet_Child-Assessment.pdf)

Continuous Quality Improvement and the Quality Improvement Plan: [http://center-elp.org/wp-content/uploads/2015/11/Exceed-Tip-Sheet\\_Continuous-Quality-Improvement-1.pdf](http://center-elp.org/wp-content/uploads/2015/11/Exceed-Tip-Sheet_Continuous-Quality-Improvement-1.pdf)

Curriculum: [http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet\\_Curriculum.pdf](http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet_Curriculum.pdf)

Developing a Program-Level Curriculum Framework: [http://center-elp.org/wp-content/uploads/2015/07/Exceed-Tip-Sheet\\_Curriculum-Framework.pdf](http://center-elp.org/wp-content/uploads/2015/07/Exceed-Tip-Sheet_Curriculum-Framework.pdf)

Family Communication, Involvement, and Engagement: [http://center-elp.org/wp-content/uploads/2015/08/Exceed-Tip-Sheet\\_Family-Communication-Involvement-Engagement.pdf](http://center-elp.org/wp-content/uploads/2015/08/Exceed-Tip-Sheet_Family-Communication-Involvement-Engagement.pdf)

Group Size/Determining Licensed Capacity: [http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet\\_Group-Size.pdf](http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet_Group-Size.pdf)

Health and Safety in Facilities: [http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet\\_Health-and-Safety-Facilities.pdf](http://center-elp.org/wp-content/uploads/2015/04/Exceed-Tip-Sheet_Health-and-Safety-Facilities.pdf)

Inclusive Practices: [http://center-elp.org/wp-content/uploads/2015/08/Exceed-Tip-Sheet\\_Inclusive-Practices.pdf](http://center-elp.org/wp-content/uploads/2015/08/Exceed-Tip-Sheet_Inclusive-Practices.pdf)

Systems of Staff Support and the Individual Professional Development Plan (IPDP): [http://center-elp.org/wp-content/uploads/2015/07/Exceed-Tip-Sheet\\_Systems-of-Staff-Support-1.pdf](http://center-elp.org/wp-content/uploads/2015/07/Exceed-Tip-Sheet_Systems-of-Staff-Support-1.pdf)



RI EARLY LEARNING  
**WORKFORCE**  
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AND EDUCATION COORDINATORS**

